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ABSTRACT

Building Blocks is a series of six picture books for preschoolers designed to help caregivers and preschool teachers lay the foundation for alcohol and other drug use prevention among children in their care. The books focus on those behaviors and life skills that help children grow up to be drug free, namely: positive self-concept and self-confidence; a sense of personal responsibility and responsibility to others; trust in self and trust in others; the ability to distinguish between fantasy and reality; the development of the capacities needed to understand cause and effect and to apply that understanding to solving problems. This Building Blocks guide for caregivers offers suggestions for using each picture book; the guide includes ideas for involving parents, basic information about risk factors for alcohol and other drug use, a list of resources available for further information about alcohol and other drug use, and a list of other story books to share with the children in the program. (HTH)

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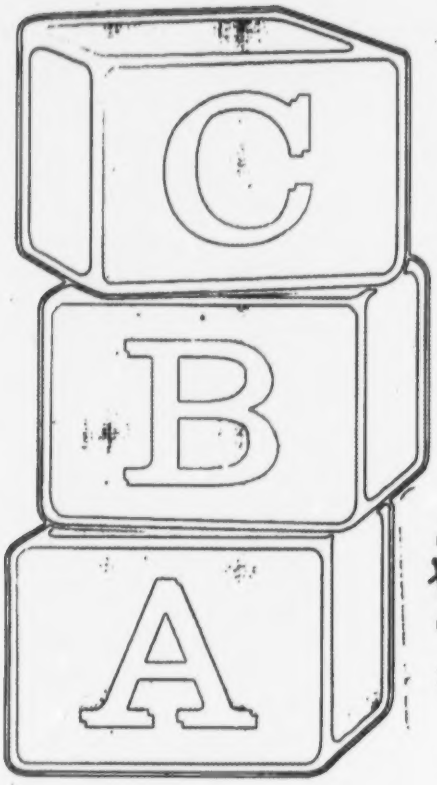

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BUILDING BLOCKS

HELPING PRESCHOOLERS GROW UP ALCOHOL AND DRUG FREE

GUIDE FOR CAREGIVERS

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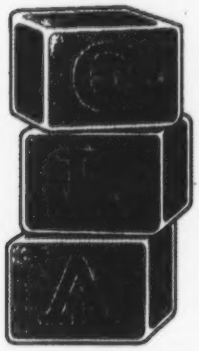
BUILDING BLOCKS

Helping Preschoolers Grow Up Alcohol and Drug Free

GUIDE FOR PARENTS



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Contents

Preface iv

Suggestions For Using Building Blocks Picture Books 1

Enjoying Storytime 1

Involving Parents 2

Helping Preschoolers Grow Up Drug Free 4

Books For Three-Year-Olds 7

Keisha Ann: That's Who I Am 7

Who Can Help Me? 9

Books For Four-Year-Olds 12

Get Ready... Here I Go 12

I'm Such A Big Help! 14

Books For Five-Year-Olds 18

Super Duper Timmy Cooper 18

Denton's Detectives 20

Sharing Building Blocks With Parent 23

Risk Factors For Alcohol and Other Drug Use 23

Sources of Information on Alcohol And Other Drug Abuse Prevention 26

Selected Read-Aloud Book List For Preschoolers 29

Preface

Building Blocks is a series of six picture books for preschoolers designed to help you lay the foundation for alcohol and other drug use prevention among the children in your care.

Most preschoolers, of course, are not exposed to illegal drug use or alcohol abuse, but it is not premature to raise these issues with young children. During early childhood, young children begin developing the self-concepts, habits, and values they will need later on to refuse alcohol and other drugs.

The Building Blocks picture books do not address the topic of alcohol and other drug use directly. Instead, they focus on those behaviors and life skills that help children grow up to be drug free, namely:

- Positive self-concept and self-confidence
- A sense of personal responsibility and responsibility toward others
- Trust in self and trust in others
- The ability to distinguish between fantasy and reality
- The development of the capacities needed to understand cause and effect and to apply that understanding to solving problems.

Each book in the Building Blocks series emphasizes one of these behaviors or traits in a developmentally appropriate context. They also highlight the importance of positive and supportive adult-child relationships. It is through ongoing contact with responsible adults that children learn the life skills they need to remain drug free.

Building Blocks offers an approach to alcohol and other drug use prevention which can be readily incorporated into your normal program routine. As its name implies, Building Blocks capitalizes on the child development techniques and methods you are already using to prepare children to adopt and maintain a drug-free lifestyle.

The program also supports and promotes parental involvement as vital to this process. Building Blocks includes a special Guide for Parents that explains the program and suggests at-home activities to reinforce the messages contained in each story.

In this Guide for Caregivers, we offer some suggestions for using each picture book with the children in your care. In addition, we provide:

- Ideas for involving parents
- Strategies for helping children grow up alcohol and drug free

- Basic information about risk factors for alcohol and other drug use
- A list of resources available for further information about alcohol and other drug use
- A list of other story books to share with the children in your program.

Suggestions for Using Building Blocks Picture Books

The objectives of the Building Blocks series are to help preschool children understand fundamental messages about:

- Self-concept
- Responsibility
- Trust
- The distinction between fantasy and reality
- Problem-solving skills and cause and effect.

ENJOYING STORYTIME

In order to reach these objectives, children must enjoy storytime. As you are well aware, reading to children provides them with information, enriches their vocabulary, and lays the groundwork for their future success as readers. Bringing the child and caregiver together at storytime also can be a rich and rewarding experience for the child. Shared reading promotes the positive adult-child relationships that are characteristic of children who grow up to be alcohol and drug free. By planning ahead, caregivers can ensure that children understand the messages contained in each Building Blocks story and look forward eagerly to group storytime. For example, you should:

- Familiarize yourself with each story ahead of time to become comfortable with it. Determine how long it takes to read aloud and if it makes sense to read the entire book at one sitting.
- Review the information on the developmental characteristics of children in each age group. For your convenience, this information is presented with the "Individual Discussions of Building Blocks Picture Books" in the next section of this guide.
- Read the "Individual Discussions" of each book. They describe the purpose of each story and the steps you can take to make the story interesting for the children. They also show how you can help them understand the story's messages and, through your comments and the activities you pursue with the children, help them incorporate the story's lessons into their own lives.
- Decide when you will read to the children and where. For some caregivers, reading after active play, before rest time, or before departure for home works well. When there are age differences, nap time for younger children often provides a good opportunity to read to older youngsters.

- If you do not already have one, consider establishing a library corner or special reading space. Low shelves, modular plastic squares, and baskets provide accessible spaces for displaying, storing, and returning books. Equip the space with a rug, floor pillows, and child-sized chairs. Include a low chair for yourself. An inviting, comfortable space encourages children to peruse books on their own and to sit as a group during storytime.
- Practice reading dramatically, experimenting with different voices, pacing, and tone to make the story more appealing to the children.
- Plan the kinds of activities you will use to follow up the Building Blocks story and refer to the characters in the books as you begin each project.

INVOLVING PARENTS

Building Blocks recognizes and supports the critical importance of parental involvement in fostering positive behavior. A special reproducible Guide for Parents is included in the Building Blocks program to encourage their active participation. Your copy of the Guide should be shared with parents of the children in your care.

The Guide for Parents:

- Provides an overview of the program
- Summarizes each story
- Describes what preschool alcohol and other drug use prevention is
- Offers suggestions for helping children grow up to be drug free
- Answers questions that parents often ask about alcohol and other drugs
- Gives the names of additional resources for further information.

Preschools, daycare centers, and family daycare homes communicate with parents in a variety of ways. For this reason, the Guide for Parents has been designed for maximum flexibility in disseminating important information. Caregivers can lend the Guide to individual parents, reproduce the entire Guide in sufficient quantities so that each parent receives it as a single document, or pull out various parts of the Guide and distribute them to parents at specified points in the Building Blocks program. For example, the Guide includes a "Dear Parent" letter that introduces the program. Caregivers may decide to extract the letter, copy it, and send it home as a program announcement, or you may opt to use it as a handout at a parent meeting devoted to explaining the Building Blocks program.

The Guide for Parents also includes a list of "Things to do at Home" for each picture book in the series. These listings describe simple activities that parent and child can do together that reinforce the message and social skill illustrated in each book. As each book is read, caregivers may decide to send copies of the activity listing home to encourage parents to follow-up on the story with their children.

The Sources of Information section of the Guide for Parents also can be distributed in a variety of ways. Some caregivers might reserve it for parent meetings or conferences where additional explanations can be given. Others might distribute it as part of a center's regular parent newsletter or post it on a parent information bulletin board.

The Guide certainly will be more useful to parents if they are encouraged to incorporate the suggestions offered into their child-rearing practices. The professional caregiver can assist this process by reinforcing selected program messages with parents on an individual basis. For example:

- In commenting on a child's behavior or progress, try to link your discussion to a Building Blocks theme. "We are working hard with Christopher to help him learn to tie his shoes. Would you please encourage him to practice tying at home? He will not only learn a necessary skill, but he will also gain self-confidence and begin to see that practice pays off."
- In the Building Blocks Guide for Parents, some simple activities related to the individual stories are suggested. If you familiarize yourself with the activities, and then suggest that parents implement them at home, they are much more likely to do so. Whenever possible, try to personalize the children's needs. If a child, for example, needs to work on a specific activity, indicate to the parent that it will enhance the child's problem-solving skills if he or she practices at home.
- Consider offering a Parent Education Evening to discuss techniques parents can use to instill positive self-concept, inspire trust, help children understand the differences between fantasy and reality, and grasp the relationship between cause and effect. Emphasize the importance of developing these qualities as a protection against later involvement with alcohol and other drugs. Often, local child psychologists, clinical social workers, or counselors with expertise in child guidance are willing to participate in such sessions. They are able to share concrete suggestions with parents for fostering social competence in children.

- As part of your parent education program, consider a session devoted to reading at home. A children's librarian may be willing to lead the discussion or provide materials to help you.
- Collect as much information about alcohol and other drug use as you can (see the Sources of Information section for additional information) and if space permits, add a Parents' Section to your library corner. Encourage parents to look at these materials and, depending on availability, to borrow them. Be sure to include a listing of community-based treatment programs and self-help groups.
- Incorporate Building Blocks drug prevention ideas into your individual conversations with parents as frequently as possible. As a respected professional, your comments and suggestions carry a great deal of weight. Parents are far more likely to respond to you than to more impersonal guidance contained in a printed document.

HELPING PRESCHOOLERS GROW UP DRUG FREE

As a group, drug-free children are confident and responsible. They have learned to take care of themselves and to be concerned about their friends and family.

From the time they are very young, children who grow up drug free get along well with other children. They have good relationships with at least one parent, caregiver, or other adult who is important in their lives and, based on that experience, know that adults can be trusted. As a result, drug-free children feel secure. They tend to listen to adults and believe what they say.

Because an adult has shown an interest in them, helped them learn to care for themselves, and praised them for their efforts, drug-free children have developed a sense of competence. They understand that if they work at something, they will learn to do it. As a result, they feel proud, capable, and comfortable within their world of family, school, and neighborhood.

In addition to this positive feeling of self-worth, drug-free children also have other advantages. Most grow up in homes where alcohol is not abused. Even if there are drugs in the neighborhood, the drug-free child's parent or primary caregiver does not use illegal drugs and expresses strong, negative feelings about drug use and the problems it can cause.

Children who are drug free are not all academic achievers, but most accept the necessity for going to school, find something to like about the process (whether in or out of the classroom), and are able to learn. They also find some activity (e.g., sports, music, art,

clubs, babysitting) they can do well or that makes them feel special. Supportive adults (parents, teachers or recreation/art instructors) play key roles in drug-free children's success in these pursuits. (For information about the risk factors for using alcohol and other drugs, refer to page 23 of this Guide.)

As caregivers, the most important steps you can take to help children grow up drug and alcohol free are to:

- Encourage them to be responsible and develop skills by identifying tasks preschoolers can do (e.g., feeding themselves, buttoning, zipping), showing them how to do each task, giving them opportunities to practice each new skill until they can do it adequately, and praising them for their efforts.
- Show them adults can be trusted (using yourself as a good example) and point out other trustworthy adults in the community (parent, mail carrier, firefighter, police officer, librarian).
- Encourage them to take age-appropriate responsibility for themselves and others by assigning them tasks (e.g., feeding the goldfish, putting the toys away, clearing the table), holding them accountable for the completion of these tasks, and letting them know what a big help they are.
- Teach them how to solve problems by applying what they know to new situations. Encourage them to think of their own solutions.
- Find something special about each child in your care and comment on this skill, personality trait, or talent as often as possible.
- Lay the foundation for good personal health habits by encouraging children to wash their hands, brush their hair, clean their teeth, and eat wisely. Children who are used to taking care of their bodies are better able to understand that illegal drugs and alcohol can hurt their bodies. Therefore, they are more likely to listen to warnings against their use.
- Emphasize the beauty and pleasure to be found in the natural world. Although young children enjoy make-believe and can learn much from pretending, it is important that they know the difference between fantasy and reality. Drug and alcohol escapes are less appealing to children who feel comfortable in and enjoy their daily environment.
- Tell them what they can do and what they cannot do. Understanding limits is critically important to later alcohol and other drug use prevention. Children who use drugs tend to be impulsive risk-takers who do not recognize boundaries. Remind children of

your rules, the reasons for imposing them, and the consequences for violating them. You will be giving them the framework they will need later to identify risky behavior, understand its impact on self and others, and remove themselves from potentially dangerous situations. Rules about administering medicine and using dangerous household products offer excellent examples for enlarging upon this concept with preschoolers and relating it to drug use.

- Share your ideas with each child's parent(s) so that home and day care or preschool work together to encourage the development of capable, trusting, and happy drug-free children. Also, take a few minutes to review the sections of this guide entitled "Involving Parents," "Risk Factors For Alcohol and Other Drug Use," and "Sources of Information on Alcohol and Other Drug Abuse Prevention." That information has been included to help you respond to questions you might be asked by the children's parents and to direct you to sources for further assistance in understanding the problem.

Books for Three-Year-Olds

Three-year-olds respond to actions more readily than to words. They learn by doing and thrive on hearing praise for what they have achieved. The process of learning, practicing, and achieving builds their self-concept and develops their confidence.

Despite their desire to do things for themselves, however, three-year-olds remain firmly attached to the adults in their lives. They rely on them for advice, protection, assistance, and comfort. They depend on parents and caregivers to establish safe boundaries so they understand what they can and cannot do.

These themes are explored in the first two picture books in the Building Blocks series by showing situations three-year-olds will easily recognize. The first book uses rhyme to capture the three-year-olds' attention, capitalizing on their fascination with words and language. The second book holds the interest of the young listeners through the repetition of key phrases and by encouraging them to participate in the story.

KEISHA ANN: THAT'S WHO I AM

Keisha Ann: That's Who I Am, is a rhyming story about a happy three-year-old African-American girl who is excited about the many things she is able to do by herself. Because her parents and grandmother have shown her how to perform tasks appropriate to her age, have encouraged her to take responsibility for herself, and have praised her for the results, Keisha Ann is eager to learn new skills and feels confident that she will be successful in performing them. The idea underlying *Keisha Ann* is that self-concept is linked to competence. Keisha Ann takes pride in her accomplishments and in her capacity to take responsibility for herself in certain key areas (e.g., brushing teeth, caring for clothing). She feels good about herself because she is able to do things for herself. She knows her achievements are important because the major adult role models in her life tell her so. Children who develop this kind of positive self-concept are much less likely to use alcohol and other drugs or engage in negative, risk-taking behavior as they grow older.

Sharing *Keisha Ann: That's Who I Am* With the Children in Your Care

One purpose of the Keisha Ann story is to illustrate to three-year-olds the kinds of things they can do, thus encouraging them to attempt the same skills and gain the same feelings of accomplishment for themselves.

To involve the children in Keisha Ann's story, ask them questions about the characters: "How old do you think Keisha Ann is? Do you know her pet's name? Where do you think Keisha Ann's special place is? Keisha Ann enjoys puzzles; what is your favorite thing to do?" At the end of the story, Keisha Ann asks young listeners to tell her their

names and to describe different rooms in their homes. Be sure to allow enough time for the children to respond to these questions.

To help the children understand that they are just like Keisha Ann in many ways, call attention to the similarities: "You can dress yourself just like Keisha Ann! You like working with clay and so does Keisha Ann! You have a pet and Keisha Ann does, too!"

To encourage the children to take responsibility for themselves, ask them questions: "Why do you think Keisha Ann washes her hands and face? When do you wash your hands and face? Do you help set the table at home? Are you big enough to put your toys away like Keisha Ann does?"

Use the story to help the children understand that there are some tasks they can not do by themselves and that it is a good idea to get help from an adult. "Braiding hair is hard, so Keisha Ann's mother does it for her. Does your mother help you with your hair? What other things do your mother or father help you with? Using a stove can be dangerous for children. When Keisha Ann wants to cook, she does it with her Granny. Who do you cook with?"

In addition to using Keisha Ann to talk about behavior, the story can also be used to build cognitive skills. For example, the illustrations in the story can be used to teach children about colors ("What color is Keisha Ann's nightie? Find something green in this picture."); to increase their vocabulary ("What do you call this? Tell me or show me what a tower is."); and to count ("How many people are in this picture?"). Praising children for their involvement in the story enhances their self-concept and shows them that learning does feel good.

Follow-Up Activities

- Ask the children to draw a picture of the people and pets in their family. Encourage them to use their pictures to give the other children a tour of their home and to introduce them to family members.
- Make a "Responsibility Chart" for chores to be done every day, (e.g., helping with snacks, picking up toys, and reshelving books). Put a picture of the child who is "Helper for the Day" next to that chore.
- Have a sharing session based on the activities in Keisha Ann in which each child shows off a skill: "Here's how I set the table for snack time." "Here's how I get into my jacket."

- Demonstrate personal care and hygiene activities for the children so they can do what Keisha Ann does. As the children learn how to do a new skill, add their names to a "Good Health and Habits" chart. When parents and other adults important in the children's lives visit, be sure to point out their achievements. This serves to reinforce the activity and helps ensure that good habits extend to the home.

WHO CAN HELP ME?

Who Can Help Me? is about a worried three-year-old boy who is going off to day care for the first time. As this new stage in his life begins, he needs help in identifying the adults who will help him get home from day care, give him medicine when he is sick, and drive him places in a car.

We know that children who have good relationships with one or more responsible adults are much less likely to succumb to negative peer influences and to use alcohol and other drugs. The purpose of *Who Can Help Me?* is to encourage preschoolers to trust adults and to identify precisely whom the trustworthy adults in a community are. The book also helps young children understand that certain activities, such as taking medicine, are out of bounds for them and should only occur with the help of a trustworthy adult.

Sharing *Who Can Help Me?* With the Children in Your Care

Who Can Help Me? is a participatory question-and-answer book that involves young listeners in the story by asking them to pick out all the special adults who can help the central character, Matthew Manning, called M&M by his family.

When reading *Who Can Help Me?,* call on a different child to respond to each question, or if the group is small enough, all the children can answer each question.

To help the children understand that the story applies to them, change the questions around and ask "Who can take you to day care? Give you medicine? Drive you in a car?" Be sure to relate the children's answers to the rules at your center, preschool, or family day care home.

When you have finished reading the story, have a discussion about the kinds of adults who can help children in a variety of situations. For example, you might ask, "If you get lost in a store, what would you do?" or "If you need help in the library, who would you ask?" Be sure to gently clarify the answer each child gives if it is not correct and then repeat it for the entire group.

Talk to the children about each of the situations in the book so they understand why it is necessary to ask adults to help them. For example, an adult takes you to day care because

you must cross a busy street, take the correct bus, or walk across a jammed parking lot where small children may be hard to see. In discussing the medicine portion of the book, be sure to talk about how strong medicines are. "When you have a terrible earache, the medicine you take clears up the infection. But, if you take too much, it can make you feel even sicker than you already are!" or "If you take the wrong medicine, you will not feel any better. You might even feel worse. For this reason, only an adult can give you your medicine."*

Instead of warning children about the dangers of strangers, *Who Can Help Me?* talks about the kinds of adults children can trust. When discussing who can drive children places, you can make the point that they should get into cars, taxicabs or buses only with those people their mother, father, grandmother, or other trusted adult has named. You can also talk to the children about ways of getting needed help if a known and trusted adult is not nearby, such as yelling, finding a police officer, or calling 911.

Just as in *Keisha Ann,* the story *Who Can Help Me?* can be used for skills development. Be sure to use the pictures to teach the children colors, identify common objects, and count; for example, "How many animals can you find in this picture? What kinds of animals are they? What color is the cat?"

Follow-Up Activities

- Ask the children to draw pictures of everyone who can help them and then label each person for them. Write down what each child says about his or her picture. For example, "My daddy takes me to day care on his way to work." You might want to send this artwork home and ask parents to review it with their children.
- During the sharing session, ask each child to talk about the special people who help them.
- Tell the children about the kinds of things you do to help them, (e.g., turn on the oven for cooking, give them materials for projects). Ask them to practice good ways to ask for help: "Please, could you . . . ?" and "Thank you for helping me . . ." Incorporate please and thank you into your daily routine and make sure parents know that you insist on courtesy.

* In *Who Can Help Me?*, M&M's caregiver is shown dispensing medicine. While it is typical in most areas for caregivers to dispense medication with parental approval, it may vary in your particular state or locality.

- Work with the children to memorize their full names, addresses, and telephone numbers so they can give this information to a helping adult if it is needed. Have them practice in mini-roleplays so they become comfortable with the information and can recall it when they are scared, confused, or upset. If you have the 911 emergency telephone service in your area, talk to the children about it and help them learn how to use it.

Books for Four-Year-Olds

Four-year-olds have great energy. They love to move quickly and ask dozens of questions about everything. Their enthusiasm for new experiences is fueled by their increasing ability to use and enjoy playground equipment, riding toys, scissors, play dough, and simple puzzles and games. Many four-year-olds can socialize happily with other children and have discovered a sense of humor that makes daily life a source of continuing fun.

To ensure that four-year-olds explore their expanding world safely, caregivers and parents need to supervise them carefully. While we delight in their curiosity, we also know that clear limits are needed to restrain their activity and keep their behavior under control.

The two Building Blocks books for four-year-olds capitalize on the children's emerging ability to ask questions and think about solutions as well as perform fairly complicated physical tasks. These qualities illustrate the importance of behaving responsibly toward themselves and others.

GET READY . . . HERE I GO

In this story aimed at four-year-olds, a young Hispanic-American boy enlarges his understanding of personal responsibility to include the concept of planning. The adults in Luis' family have worked with him to master many of the daily tasks necessary for caring for himself. In the story, Luis puts these tasks together in a sequence of five steps so that he has a reasonable plan for getting ready for preschool each day.

Although some steps require Luis to take responsibility only for himself, others involve cooperation with his family and a recognition of their needs. For example, Luis must not only dress himself, but he must do so quietly so he does not disturb his sleeping baby brother.

In *Get Ready . . . Here I Go* the idea of personal responsibility introduced in *Keisha Ann: That's Who I Am*, the first book in the Building Blocks series, becomes more complex. The main character demonstrates that there is more to the concept of "responsibility" than simply "doing the job." Through his efforts to devise a plan, Luis begins to see the relationship between one task and the next. Just as important, he begins to grasp the fact that his actions have an impact on others and they should be considered before putting any plans into effect. At the most fundamental level, both of these realizations depend on Luis' capacity to think about what he is going to do before he does it; to weigh what he does now in light of what occurs next.

As you are well aware, children who become involved with alcohol, drugs, and other risky behavior are often impulsive. Many drug- and alcohol-using adolescents have never developed the habit of thinking first or of considering how their behavior affects someone else. In contrast, children who have learned to defer action long enough to make even the simplest of plans the way Luis does are much better equipped to make appropriate decisions when they are older.

Since they have grown accustomed to accommodating others' needs in their plans from their earliest years, such children also tend to be more comfortable in the family system and, later, in both school and community. This sense of belonging protects them from the feelings of isolation and "outsider" identity that are characteristic of children who grow up to use drugs.

Sharing *Get Ready . . . Here I Go* With the Children in Your Care

To help the children relate to Luis and his family, ask them to describe their own living arrangements. "Who lives with you? Do you share a bedroom? With whom?"

Ask the children how they get ready for preschool (day care). "Who wakes you up? Do you get dressed by yourself? Does someone make breakfast for you? Who? Does everyone in your family eat together or is breakfast shared with one or two special people? Do you get ready the same way every morning?"

Ask the children what they think about Luis' five steps. "Is it a good idea to have a plan? Why? Let's talk about a morning plan. What would you do first? What comes next? Would a plan for getting ready make the morning easier? Why? How do you think Luis felt about his plan?"

Try to introduce the idea of concern or responsibility for others by pointing out the instances in the story where Luis was considerate. For example, he dressed himself so his mother had time to get ready; he was quiet in the bedroom so the baby could sleep; he helped clear the table so Papá Grande or Tia Lucia did not have to do all the work. Explore with the children the various ways they can be considerate at home in the morning. Depending on their interest, expand on this concept to include day care or preschool.

In *Get Ready . . . Here I Go*, Luis calls his grandfather Papá Grande, Luis's expression for his grandfather. The Spanish word, *abuelo,* means grandfather for most children. He also calls his Aunt Lucia, Tia Lucia. *Tia* is the Spanish word for aunt.

Explain to the children that many people who live in the United States have come from other countries where different languages are spoken. Ask the children what they call

their grandparents, aunts, uncles and other relatives and talk about the importance of respecting these various traditions.

Follow-Up Activities

- Using pictures from magazines or drawings produced by the children, work with them to construct a personal step map of each task that must be done in order to "get ready and go." Number each step. You might also want to make big steps numbered 1 through 5 that can be placed and taped on the floor. Children can take turns moving from step to step, announcing and acting out each activity for getting ready in the morning.
- Write down all the special names that the children use when addressing their parents and other relatives and try to determine the language from which the words are drawn.
- Have the children bring in photos of each family member. Label each picture with the English word as well as the equivalent in whatever languages are represented by the children in your care. If you are unsure of the language or spelling, ask the children's parents for help.
- Apply the step method to other preschool (day care) activities. Prior to going on a field trip, for example, ask the children to think about the steps they must take to get ready. If others are involved, talk about the cooperation needed so that everyone is treated fairly. For example, permission slips let parents know "what we are doing and the time we'll be back so they won't worry; we lower our voices in the firehouse so we can hear the fire chief and don't disturb the firefighters."
- Talk to the children about people who make plans as part of their jobs. You might want to talk about the child care program's daily schedule. You also could discuss a doctor's appointment book or, depending on the children's interest, talk about what a city or highway planner or architect does. Ask the children if their mothers or fathers do any planning. Mention that many parents keep calendars marked with all the things that family members have to do so plans can be made and followed. Make sure you show the children a calendar so they can understand what you are talking about.

I'M SUCH A BIG HELP!

Jennifer Han, the four-year old main character in *I'm Such A Big Help!* is an enthusiastic Asian-American girl who is trying very hard to be helpful to others but, in some cases, has not quite mastered the skills. Those whom she is helping praise her for her efforts and gently suggest ways to do things better the next time.

The theme of *I'm Such A Big Help!* is that it takes time and practice to become developmentally competent. Caring adults are shown as essential to this process; they provide both the supportive environment in which positive risks can be taken safely and the encouragement needed to persist in learning, even when setbacks and frustration occur.

I'm Such A Big Help! uses situations with which young children can identify to illustrate an important point: even though an outcome may not be perfect, a person can and should both enjoy and persist in the process of trying. This concept is especially important for young children to begin to absorb.

In order to obtain pleasure from school, sports, hobbies, and other activities, children's skills have to be strong enough so they can fully participate. Their skills do not have to be exceptional, but they do have to be adequate. Children who have not developed the patience they need to continue with a task or pursuit until they have mastered it, usually will not become involved in such activities. As a result, they frequently see themselves as inept and worthless. For these youngsters, alcohol and other drugs have a special appeal. They provide an opportunity to belong to a group and to obtain the good feelings more resilient and competent children obtain from their accomplishments.

I'm Such A Big Help! also reinforces the idea of responsibility toward others that was introduced in *Get Ready . . . Here I Go.* Jennifer genuinely tries to assist members of her family and her neighbors. Regardless of outcome, her efforts serve to connect her to her family and neighborhood, help her forge relationships with adults, and expand her self-centered view of the world to include an interest in and concern for others.

As you know, children who contribute to family life by cooperating in everyday tasks feel important and worthwhile. As they grow older, it is only natural for them to extend their desire to help outward to the larger community. Positive interactions with other adults reinforce their feeling that they are both needed and valued. In contrast, children who become involved with drugs, alcohol, and other negative behavior, often lack feelings of responsibility towards others. Many of these youngsters never learned to play an effective role in family life and consequently do not feel that they have any role to play in the world around them.

Sharing *I'm Such a Big Help!* With the Children in Your Care

As you read each "helping event" to the children, let them study the accompanying illustration. Then ask them what Jennifer is doing and to discuss what they see. Acknowledge that no one does everything right the first time he or she tries. Ask the children to share examples of times when they had to really work at something to learn how to do it. Try to

get them to think about how they felt ("First, I was unhappy that I could not do it, then I felt good when it worked out.") and who helped them. Point out that even though Jennifer sometimes makes mistakes, she learns something every time. For example:

- The next time Jennifer pours the juice, she will use a smaller pitcher that will be easier for her to handle.
- When she makes her bed, she will make sure the pillow is at the head of the bed.
- When she dresses her baby sister again, she will put only one leg at a time in the overall pants.
- When she helps sort the laundry, she will match up the right socks.
- When she helps clear the table, she will carry only a few things at a time.
- When she thinks the cat should be groomed, she will not use a hairbrush, but will use a special pet grooming brush that does not hurt the cat.

Using other pictures in the story, ask the children to describe what Jennifer is doing to help. Ask the children if they do any of the same chores Jennifer does.

Use the story to initiate a discussion about helping others. You might note, for example, that by dressing the baby, Jennifer not only saved her mother a lot of work, but also got to know her baby sister better. Follow up by asking how many children have baby brothers, sisters, or pets, then prompt the children to talk about their own experiences in helping others and why it is an important thing to do. Help them to think up additional ways they could assist family members, friends, or the other children at day care.

Follow-Up Activities

- Have each child make a "Family Helpers Album" that shows all their family members, including the child (you can label the pictures for them), and the things they do to help each other (e.g., Mommy cooks for all of us, big brother collects and empties the trash). Albums can then be shared with the other children and proudly brought home for the family.
- Ask the children to complete a "Home Helpers Pledge" that describes new activities they will learn and complete to help someone at home. Share the pledge with the child's parents and ask them to display it at home as a reminder of the new chore.
- Give each child an opportunity to be your special helper for a particular task. Instruct them in the task and have them wear a special badge for the day (week) when it is their turn to help. At the conclusion of the helping period, thank the special helpers

for their assistance, talk about what their helping meant to you and the day care (preschool) group, and share their achievements with their parents.

- When introducing a new activity (for example, assembling snacks, making holiday decorations, picking and arranging flowers), be sure to praise the children for their efforts during the process ("Tiffany is working carefully with her paints; Josh is coloring his valentines in bright red; Lee is helping Maria with the paste.") as well as for the results ("Thanks to your hard work, we have tasty snacks today!" or ". . . a festive room for the holiday!").

Books for Five-Year-Olds

Talkative, practical five-year-olds thrive on routine and structure. Being "good" is a virtue for most fives. They are content with things as they are and, in contrast to four-year-olds, are relatively undemanding as a result.

By the age of five, most children have good control of their bodies. They can sit still in a chair, fasten and unfasten buttons, and color within the lines. These new physical skills are matched by their increased capacity to reason and understand the world around them. Five-year-olds are just beginning to understand cause and effect. They know, for example, that if they turn the faucet on, water will come out. Through everyday activities, they are learning that their actions have consequences.

The two Building Blocks books for five-year-olds focus on this new understanding of cause and effect as their major theme. In *Super Duper Timmy Cooper*, the young hero must come to grips with cause and effect in the "real world." In *Denton's Detectives*, the children apply their ability to understand why things happen to solve a series of problems.

SUPER DUPER TIMMY COOPER

Although the line between fantasy and reality is blurry for most young children, the capacity to distinguish between the two normally begins to develop during the preschool years. *Super Duper Timmy Cooper* is designed to help young children with this process.

In this story, five-year-old Timmy Cooper believes that super powers helped him master a skill on the jungle gym. He then tries to give his dog, Duke, super powers so that Duke can perform tricks for him. When the super cape and magic words do not produce the desired results, Timmy learns that super powers do not work in the real world. He also learns that there is no substitute for sustained effort in producing results.

Although children generally like to indulge in fantasy from time to time, as they mature there should be a growing recognition that what they are seeing, hearing, or doing is not real.

Some youngsters, however, grow up without developing the capacity to clearly discriminate between what is real and what is not. Even during the middle-school years, they are still prone to what child psychologists call "magical thinking." Since they are confused about what makes things happen, they are much more susceptible to claims that special potions, pills, and rituals can solve problems or produce effects without any corresponding effort on their part. These children often have great difficulty seeing through the false promises of chemical well-being offered by alcohol and other drugs.

In contrast, children who understand the difference between fantasy and reality are more skeptical about so-called magical properties and, as a result, are far less likely to become drug-involved.

Another theme underlying *Super Duper Timmy Cooper* concerns judgement and independent action. Although not explicitly stated, Timmy tries to give Duke super powers without his parents' knowledge. If he had consulted his mom or dad, a different and more effective strategy for training his dog would have been used. The story, then, also is reminding preschool-aged listeners to talk with an adult before undertaking a plan because adults know more and can help children decide what to do and what not to do.

Youngsters who are harmfully involved with alcohol and other drugs often live in homes where communications between parent and child have broken down, adult authority is not recognized and respected, and impulsive behavior is accepted as normal. All the Building Blocks books emphasize the flip side of such relationships, showing the value of communication between children and responsible adults and the need for and importance of adult authority.

Sharing *Super Duper Timmy Cooper* With the Children in Your Care

You might begin your discussion about *Super Duper Timmy Cooper* by asking the children if they know any super heroes. "Where have you seen them? On TV? In comics or video games? Do you think super heroes are real people like your Mom or Dad or me? Do you like to play super heroes?"

Emphasize the children's similarities with Timmy: "Most of you are about the same age as Timmy. Do any of you have a dog? Do you like to go to the playground? Can you do flips on the jungle gym like Timmy?"

Use the events in the story to make a point. For example, reinforce the message that "Super heroes are fun, but they are just pretend." Try to foster a discussion about the traits that make a real hero: a firefighter trains hard to save lives, thinks through a plan of attack, shares the plan with the other firefighters, and works with them to carry it out. Remind the children that, "Learning a skill or training a dog involves a lot of work and patience. If you want to do something well, you have to practice. And if you want your dog to learn tricks, you must continue the training even when you are tired or would rather play."

Ask open-ended questions based on the story's theme. "If you wanted to teach your dog a trick, what would you do? If you wanted to have a great day in school, how would you go about it?"

Follow-Up Activities

- Talk to the children about the shows they watch on television. For example, "On Sesame Street, is Oscar the Grouch or Big Bird real? What about Maria? How about cartoon characters? Are they real? How can you tell?"
- Talk very directly to the children about what is real and what is pretend. Walk around the play area. Ask the children to point out what is real and what is not (e.g., the plastic fish is pretend, the fish swimming in the fishbowl is real), and then talk about the differences between the real and the pretend item.
- Ask the children to share stories about their pets, if they have them. Tell them to draw a picture that shows everything they do to take care of their pets.
- Read several stories to the children that feature real and fantasy animals. Ask the children to comment on the differences between the real and fantasy characters. For example, the fantasy animals talk like people do, ride bicycles, wear clothes, go to school; real animals bark, meow, eat animal food not people food, and so on.
- Talk to the children about what they should do before beginning a project. Make a game of it. You might ask, "What do you do when you want to go out to the park?" (Possible answer, "I ask Mommy, then I get my jacket on and find my ball.") Or, you might say, "What do you do when you want to paint?" (Possible answer, "I ask my teacher, then I get my smock on and set up the paints.") Throughout the discussion, emphasize that getting approval for the activity or having a discussion with the adult in charge is always the first step.

DENTON'S DETECTIVES

The concluding book in the Building Blocks series has been specifically designed to lay the groundwork for developing preliminary problem-solving skills.

In *Denton's Detectives*, the children in the family day care home think about what they are going to do before they do it. They study a problem, then take action based on their observations. Although their understanding of the scientific method is elementary, the detectives have grasped the relationship between cause and effect.

Using a vegetable garden as an example, *Denton's Detectives* demonstrates that learning about a subject and taking certain steps will lead to fairly predictable consequences. In this story, the children learn that what they do to their garden (the cause) determines how the carrots turn out (the effect).

Understanding the connection between cause and effect plays a special and important role in preventing alcohol and other drug use. Children who are able to think about what drugs, alcohol, and tobacco could do to them (e.g., make them sick; get them into trouble with parents or the police; give them bad breath or stained teeth), are better able to refuse drugs when the offer is made. Such children have the skills they need to consider a problem or situation critically. They are then able to envision the effect a particular action could have on them and behave accordingly. Children who learn to think first are much less likely to take dangerous risks.

Children who grow up drug free usually have developed the capacity to look at the facts about alcohol and other drugs and use this information to control their behavior. In much the same way, under the guidance of Mrs. Denton, the family day care provider, the children gather information prior to planting their carrot garden, observe what happens, and proceed accordingly. They make decisions to continue what is effective and abandon what is not.

A second theme in *Denton's Detectives* concerns cooperative learning. The children work together to solve problems and take pride in their group identity. One characteristic of drug-involved children is their failure to "fit in" with a positive peer group. "Druggie" groups, like gangs, give alienated youngsters a needed sense of identity. When young children participate in appropriate group activities, they have innumerable opportunities for positive interaction. As a result, they are less likely to be attracted to groups involved in risky or unhealthy behavior.

Sharing *Denton's Detectives* With the Children in Your Care

To involve the children in the story, ask them whether they have gardens at home or have visited someone who has a garden. "Children, do you help with the garden? What do you do? If you do not weed, water, or harvest the crops, what will happen?"

Use the events in the story to make a point. "Before the children planted the carrot seeds, they learned about them first. That way, they knew what to do to make the carrots grow. When the children grew more carrots than they could eat, they made a plan to use the extra carrots. We should make a plan to use our leftovers wisely, too."

To help children begin to think critically, ask open-ended questions which require thought but have concrete responses. For example, "If you wanted to have a garden at home or we wanted to start one here, where would you put it? Why? What would you grow? What tools or equipment would you need to take care of it?"

Ask the children why the children in the family day care home were thought of as detectives. "What kinds of problems did they solve? Can we solve problems like they do? What would we have to do?"

Follow-Up Activities

- Start a gardening project, using the steps in *Denton's Detectives* as a model. The children should follow the process, from the original idea to implementation. Assign special "gardeners" for particular jobs (e.g., watering, weeding) on certain days. Talk about the garden's progress and point out how the right amount of light, the proper soil, and nutrients help the garden grow. Give the children "Green Thumb Awards" when the plants bloom.
- Help the children make a "Gardener's Album" to record everything that happens in the garden. If possible, take photos of the plot before the plants begin to sprout, during their growing period, and after the sprouts begin to show. Note any problems/observations (e.g., the plot became crowded) and solutions (e.g., thinning the plants and transferring the surplus to a second plot).
- Ask each child to think about and then draw a picture of the kind of garden he or she would like to have. Remind the children that many people have flowers as well as vegetables in their gardens. Have each child talk about his/her garden during sharing time. When all the children have described their gardens, ask them what they would do if they grew more flowers and vegetables than they could use. For example, give vegetables to a neighbor or the local food kitchen, bring flowers to an older relative or a special friend in a nursing home.
- When a "mystery" arises during the day, call for a halt in the day's activity. Explain the problem and ask for a volunteer "detective" to solve it. Help the problem solver think through and apply the steps necessary to make his or her solution work. Once the problem is resolved, thank the detective for helping and add his or her name to the "Detective Problem Solvers Honor Roll." Share the children's successes with their parents and ask them to continue this approach to problem solving at home.

As a skilled caregiver, you have an in-depth knowledge of the kinds of reinforcing activities that are most effective with the children in your care. Please feel free to adapt the activities suggested above or to substitute others that, in your professional opinion, will help young children develop the skills and characteristics described in the Building Blocks picture books.

Sharing Building Blocks With Parents

Since parents turn to you for guidance about their children's behavior and development, you might want to consider sharing your thoughts about the Building Blocks program and the larger issue of preschool alcohol and other drug abuse prevention at a special parent meeting or individual conferences. Depending upon how your program is organized, you also might opt to establish a lending library for parents that includes the Building Blocks picture books and Guide for Parents as well as other materials focusing on early childhood development. As you know so well, a positive partnership between parents and caregivers contributes substantially to children's well-being. By involving parents in the Building Blocks process, you will both extend the impact of the program on the children and assist parents in their efforts to provide appropriate modeling and direction.

RISK FACTORS FOR ALCOHOL AND OTHER DRUG USE

In the discussions of the individual Building Blocks picture books, links have been made between the development of specific characteristics/skills and the prevention of alcohol and other drug use. These links are based on comprehensive research.*

Following are brief excerpts from those research findings. They are included in this Guide to reinforce the importance of beginning the process of developing social competence during the preschool years. The information may also assist you in responding to parents' questions about the rationale and need for the Building Blocks program.

Risk factors are personal and environmental characteristics which are associated with a heightened possibility of developing a problem. While the absence of risk factors does not guarantee that a particular child will not use alcohol or other drugs, the presence of one or more risk factors does suggest that there is an increased possibility that alcohol- or other drug-related problems may occur.

Reducing risk factors is a very important goal of drug prevention. And, as with virtually every condition linked to behavior, the earlier the risk factors are identified and addressed, the less likely it is that an alcohol or other drug use problem will develop.

Risk factors for alcohol and other drug use can be divided into the following three general categories: family factors; peer factors; and achievement, social, and developmental factors. A more complete description of each category follows.

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* The characteristics/skills described in the discussions of the individual picture books are based on research conducted by J. David Hawkins, Ph.D., Karol L. Kumpfer, Ph.D., and Denise B. Kandel, Ph.D., and others, on the risk factors associated with alcohol and other drug use during adolescence.

Family Factors

1. Children whose parents or other siblings are alcoholics or other drug users are at greater risk of developing an alcohol or other drug problem than those without such a history. Genetic factors play a significant role in determining this. There is evidence that children born of an alcoholic parent, even when raised by non-alcoholic foster parents, have much higher rates of alcoholism that those with non-alcoholic origins.
2. Children with a family history of criminality or antisocial behavior are more likely to use alcohol and other drugs than those without such a history.
3. Children of parents who are inconsistent with direction and/or discipline are at greater risk for using alcohol and other drugs than are children whose parents are consistent. This parental inconsistency is exemplified by:
   - Unclear/inconsistent parental rules and reactions to children's behavior
   - Unusual permissiveness
   - Lax supervision
   - Excessively severe discipline
   - Constant criticism
   - An absence of parental praise or approval
4. Parental drug use or parental attitudes approving drug use appear to predispose children to use. Since parents serve as models for their children's behavior in so many ways, it is not surprising that children whose parents smoke, drink heavily, or use illegal drugs are more likely to do so than children whose parents do not.

Peer Factors

Children whose friends smoke, drink, or use other drugs are much more likely to do so than those whose peers do not. Contrary to popular myth, initiation into these activities is usually through friends. The local drug pusher is far more likely to be a child's acquaintance who wants to share the drug experience, or who "deals" as a way of supporting his or her own drug use, than some mysterious stranger lurking near the school.

Achievement, Social, and Developmental Factors

1. Children who are poor academic achievers are more likely to begin using drugs early and to become regular smokers, drinkers and drug users than are their more successful classmates.

2. Adolescents who are bored by schoolwork and disinterested in academic achievement are much more likely to become drug involved than those who are more academically oriented.

3. Children who rebel against adult authority and feel alienated from the dominant social values of their community are more likely to use alcohol and other drugs than those with strong bonds to family and traditional religious or ethical institutions.

4. Early antisocial behavior, evidence of a lack of social responsibility, fighting, and other types of aggressive behavior are predictive of later alcohol and other drug use.

5. The earlier a child begins to smoke, drink, or use other drugs, the greater the likelihood of heavy drug use later. Although there are occasional exceptions, there is usually an orderly progression in drug use, beginning with tobacco and alcohol, the so-called "gateway drugs." Youngsters who smoke or drink are more likely to use marijuana than those who avoid tobacco and alcohol.

SOURCES OF INFORMATION ON ALCOHOL AND OTHER DRUG ABUSE PREVENTION

In addition to local libraries, the following are good sources of information and other assistance on alcohol and other drug abuse prevention.

Alcoholics Anonymous General Service Office

P.O. Box 459
Grand Central Station
New York, New York 10163
(212) 870–3400

Self-help recovery organization for alcohol abusers of all ages. Check your telephone directory for local meetings.

Al-Anon Family Group Headquarters

P.O. Box 862, Midtown Station
New York, New York 10018
(800) 356–9996

Provides assistance and information to families of alcohol abusers. Check your telephone directory for local listings.

American Council for Drug Education

136 E. 64th St.
New York, New York 10021
(212) 758-8060

Provides pamphlets, fact sheets and videos on drugs and alcohol. Call for a free catalog.

American Lung Association

1740 Broadway
New York, New York 10019
(212) 315–8700

Provides materials on the dangers of smoking. Check your telephone directory for listing of local affiliates.

Children of Alcoholics Foundation, Inc.

200 Park Avenue, 31st Floor
New York, New York 10166
(212) 351–2680

Provides general information and an excellent guide to resources available for children of alcoholics.

Families in Action

2296 Henderson Mill Road, Suite 300
Atlanta, Georgia 30345
(404) 934–6364

Offers materials to families coping with or attempting to prevent alcohol and other drug abuse. Also, publishes the "Drug Abuse Update" newsletter which summarizes alcohol and other drug information published in scientific journals and the popular press.

National Association for Children of Alcoholics

11426 Rockville Pike
Rockville, Maryland 20852
(301) 468–0985

Offers materials and information about support groups for children of alcoholics.

National Clearinghouse for Alcohol and Drug Information

P.O. Box 2345
Rockville, Maryland 20852
800–729–6686

Distributes information on alcohol and other drug use prepared by the federal government.

National Council on Alcoholism and Other Drug Dependence

12 West 21st Street
New York, New York 10010
(212) 206–6770

Provides information on alcohol problems and drug dependency, as well as information about local programs for treating and preventing dependence.

National Crime Prevention Council

1700 K Street, N.W.
Washington, DC 20006
(202) 466–NCPC (6272)

Provides brochures, activity books, and other materials featuring "McGruff: The Crime Dog" for parents and children which are designed to prevent crime and drug use.

Safe and Drug-Free Schools

Washington, DC
1–800–624–0100

Provides information from the U.S. Department of Education on talking with children about alcohol and other drugs.

Office on Smoking and Health Centers for Disease Control and Prevention

4770 Buford Highway, N.E.

M.S. K–50

Atlanta, Georgia 30341–3724

(404) 488–5705

Provides information on the health hazards of tobacco cigarettes, smokeless tobacco, and programs to stop smoking.

For Help With Treatment and Referrals

Self-help groups are available in most local communities. These include **Alcoholics Anonymous, Al-Anon, Adult Children of Alcoholics, Cocaine Anonymous, Narcotics Anonymous, Parents Anonymous,** and **Women for Sobriety.** Listings of meetings can be obtained from headquarters offices with telephone numbers in local directories.

Contact alcohol and drug abuse treatment programs in local hospitals and health centers, listed in the telephone directory under "alcohol," "alcoholism," "drug treatment," and similar headings. Some directories list human services agencies in the front section of the white pages.

The **National Association of State Alcohol and Drug Abuse Directors (NASADAD)** keeps a current list of agencies and directors in each state that oversee alcohol and/or drug abuse prevention and treatment activities. The NASADAD telephone number is: (202) 783–6868.

The **National Drug Information and Treatment Referral Hotline** directs drug users and their families to drug treatment facilities in local communities. Their telephone number is 800–662–HELP (4357).

The **National Council on Alcoholism and Other Drug Dependence** offers an information line providing similar services for those who have problems with alcohol and/or drugs. The number is 800–NCA–CALL (622–2255).

Mail-In Coupon

To order your free copy of the U.S. Department of Education's ***Growing Up Drug Free: A Parent's Guide to Prevention,*** call (toll free): 800–624–0100, or complete this form and mail it to GROWING UP DRUG FREE, PUEBLO, CO 81009.

Please send me a copy of ***Growing Up Drug-Free: A Parent's Guide to Prevention***

Name _____

Street _____

City _____ State ____ Zip Code ____

Selected Read-Aloud Book List for Preschoolers

Following is a brief listing of books that you might wish to share with the children in your program. The children's librarian at your local library can suggest dozens of other books that preschoolers like.

Abuela by Arthur Dorras

Bedtime For Frances by Russell Hoban (and other books in the Frances series)

Benjie by Joan Lexau

The Carrot Seed by Ruth Krauss

Con Mi Hermano/With My Brother by Eileen Roe

Corduroy by Don Freeman

The Country Bunny And The Little Gold Shoes by DuBose Heyward

Do You Love Me? by Dick Gackenbach

Emmett's Pig by Mary Stolz

Everett Anderson by Lucille Clifton (also, *The Boy Who Didn't Believe In Spring*)

Frog And Toad Are Friends by Arnold Lobel

Goodnight Moon by Margaret Wise Brown

Henry The Explorer by Mark Taylor

How My Family Lives In America by Susan Kuklin

The Island Of The Skog by Steven Kellogg

Ira Sleeps Over by Bernard Waber

Katy And The Big Snow by Virginia Lee Burton

Lentil by Robert McCloskey

Little Bear by Else Holmelund Minarik

The Little Engine That Could by Watty Piper

Little Toot by Hardie Gramatky

Michael by Liesel M. Skorpen

Mike Mulligan And The Steam Shovel by Virginia Lee Burton

No Fighting, No Biting! by Tomie de Paola

Peter's Chair by Ezra Jack Keats (also, *Whistle for Willie*)

The Poky Little Puppy by Janette S. Lowrey

Titch by Pat Hutchins

Umbrella by Taro Yashima

The Very Hungry Caterpillar by Eric Carle

Where's Spot? by Eric Hill

Building Blocks: Helping Preschoolers Grow Up Alcohol and Drug Free

Written by Laura J. Colker, Ed.D.

Illustrated by Donald Gates
Robert Alan Soulé
Donna Williams

Edited by Mary Lou Dogoloff
Anita Winters
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Participating Programs

- Emery Center
  Washington, D.C.
- Malcolm X Center
  Washington, D.C.
- Paradise Center
  Washington, D.C.
- Stoddert Terrace Center
  Washington, D.C.
- Boston-Hoffman Center
  Arlington, Virginia
- Higher Horizons Day Care Center
  Fairfax, Virginia
- Prince Georges County
  Employees Group Child Care
  Upper Marlboro, Maryland
- Prince Georges County School
  Employees Group Child Care
  Landover Hills, Maryland

*U.S. G.P.O.:1995-384-709

Building Blocks: Helping Preschoolers Grow Up Alcohol and Drug Free

Picture Books for Three-Year-Olds

Keisha Ann: That's Who I Am
Who Can Help Me?

Picture Books for Four-Year-Olds

Get Ready ... Here I Go
I'm Such a Big Help!

Picture Books for Five-Year-Olds

Super Duper Timmy Cooper
Denton's Detectives

Guide for Parents

Guide for Caregivers

DEPARTMENT OF EDUCATION
UNITED STATES OF AMERICA